

What Time Is It?

Reporting Category Measurement

Topic Telling time to the hour, using analog and digital clocks

Materials

- Large demonstration clock with hands that move
- Small demonstration clocks with hands for students to use
- Examples of analog and digital clocks
- Clock stamp

Vocabulary

clock, analog, digital, hour, minute, hands, o'clock

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

1. Introduce the concept of time by sharing a relevant children's book containing clock faces. Using the large demonstration clock, explain the minute and hour hands. Position the minute hand at twelve, and move the hour hand around the clock. Have students identify each time shown, using the word *o'clock*.
2. Display a digital clock. Point out the two dots, and explain that the number to the left of the two dots tells the hour and the number to the right tells the minutes. Write the time shown on the digital clock on the board. Position the hands of the large demonstration clock to show the same time.
3. Distribute small demonstration clocks to students. Have students practice positioning the clock hands to show different hours of the day.
4. Write a time on the board, and have students show the time on their demonstration clocks.

Assessment

- **Questions**
 - "What are some things you do only in the morning? What are some things you do only in the afternoon? About what time do you think you _____?" Pick an activity from students' responses (e.g., brush your teeth, eat breakfast).
 - Show a digital clock and an analog clock. "What is the same about these two clocks? What is different about these two clocks?"
- **Journal/Writing Prompts**
 - "Create a five-page book reflecting five important hours in your school day by illustrating and labeling an event that happens in each of the hours. Use a clock stamp to stamp the times mentioned in your book." This activity is to be done over several days.

- Show students a time on a digital and/or analog clock. “Draw or write about what you might be doing at this time of day.”
- **Other**
 - Create time-memory cards showing times in both digital and analog clock formats. Shuffle the cards, and place them face down. Have a student turn over two cards. If the times on the cards match, the student keeps them. If they do not match, the student turns the cards back over. Continue until all matches have been found.
 - Have students play a question/answer game using small demonstration clocks. One partner displays a particular time on his/her clock and asks, “What time is it?” The other partner must respond, “It is _____ o’clock.” The partners then switch roles.
 - Set an alarm to go off on the hour throughout the school day. Each time the alarm goes off, ask a student to tell the time, using both an analog clock and a digital clock.

Extensions and Connections (for all students)

- Guide students in creating a daily classroom schedule that pairs a symbol representing a daily classroom activity with a visual of a clock showing the time when the activity takes place.
- Lead the class in singing songs that develop vocabulary for associations with different times of day and require physical modeling of the movement of the clock hands.